

NORTH CENTRAL MIDDLE

805 Keys Lane
Kershaw, SC 29067

GRADES 6-8 Middle School

ENROLLMENT 487 Students

PRINCIPAL Dr. Charles W. King, II 803-424-2740

SUPERINTENDENT Dr. Herbert M. Berg 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	29	15	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

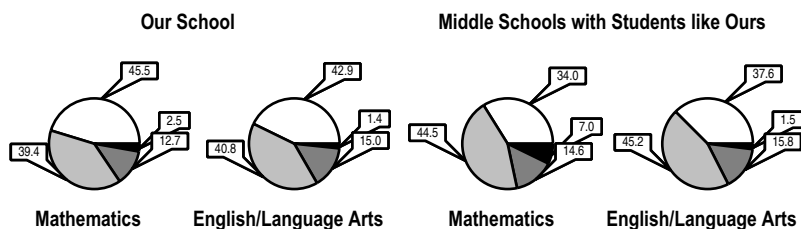
FOR MORE INFORMATION, VISIT WEBSITES AT:




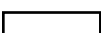
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	24	145	0
Percent satisfied with learning environment	87.5%	74.5%	N/R
Percent satisfied with social and physical environment	91.3%	85.0%	N/R
Percent satisfied with home-school relations	50.0%	86.6%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	482	98.8	42.9	40.8	15.0	1.4	16.3	17.6
Gender								
Male	252	98.0	54.2	36.4	9.3	N/A	9.3	17.6
Female	230	99.6	31.0	45.4	20.8	2.8	23.6	17.6
Racial/Ethnic Group								
White	277	98.9	38.9	41.6	17.5	1.9	19.5	17.6
African-American	193	98.4	48.8	39.5	11.0	0.6	11.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	403	99.5	34.8	46.0	17.6	1.6	19.3	17.6
Disabled	79	94.9	88.1	11.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	482	98.8	42.9	40.8	15.0	1.4	16.3	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	479	98.7	42.5	41.1	15.1	1.4	16.4	17.6
Socio-Economic Status								
Subsidized meals	318	98.1	49.8	38.7	10.5	1.0	11.5	17.6
Full-pay meals	164	100.0	29.9	44.8	23.4	1.9	25.3	17.6

Mathematics								
All students	482	98.5	45.5	39.4	12.7	2.5	15.2	15.5
Gender								
Male	252	98.0	46.5	38.5	13.7	1.3	15.0	15.5
Female	230	99.1	44.4	40.3	11.6	3.7	15.3	15.5
Racial/Ethnic Group								
White	277	98.6	41.9	39.1	15.9	3.1	19.0	15.5
African-American	193	98.4	53.5	38.4	7.6	0.6	8.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	403	98.8	40.1	42.8	14.2	2.9	17.1	15.5
Disabled	79	97.5	75.0	20.6	4.4	N/A	4.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	482	98.5	45.5	39.4	12.7	2.5	15.2	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	479	98.5	45.6	39.2	12.8	2.5	15.3	15.5
Socio-Economic Status								
Subsidized meals	318	98.4	52.1	36.5	9.7	1.7	11.5	15.5
Full-pay meals	164	98.8	33.1	44.8	18.2	3.9	22.1	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	166	100.0	39.9	35.4	22.2	2.5	24.7
	Grade 7	154	98.7	40.0	48.9	10.4	0.7	11.1
	Grade 8	162	97.5	48.6	39.2	11.5	0.7	12.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	166	98.8	34.8	39.2	22.8	3.2	25.9
	Grade 7	154	98.1	45.9	43.0	8.9	2.2	11.1
	Grade 8	162	98.8	56.4	36.2	5.4	2.0	7.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 487)				
Students enrolled in high school credit courses (grades 7 & 8)	14.6%	N/R	11.4%	14.4%
Retention rate	10.4%	N/A	3.3%	2.3%
Attendance rate	93.8%	N/A	95.0%	95.2%
Eligible for gifted and talented	9.2%	N/A	12.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.0%	N/A	14.9%	14.1%
Older than usual for grade	6.6%	N/A	4.6%	4.9%
Suspended or expelled	1.4%	N/R	1.0%	1.3%
Annual dropout rate	N/A	N/A	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	33.3%	N/A	45.7%	47.1%
Continuing contract teachers	74.1%	N/A	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	81.8%	84.3%
Teacher attendance rate	94.9%	N/R	94.8%	95.0%
Average teacher salary	\$38,660	N/A	\$39,002	\$39,924
Prof. development days/teacher	7.8 days	N/R	10.5 days	10.7 days

School				
Principal's years at school	1.0	N/R	4.0	3.0
Student-teacher ratio	13.9 to 1	N/R	20.8 to 1	21.0 to 1
Prime instructional time	87.5%	N/R	88.4%	88.9%
Dollars spent per pupil*	N/A	N/A	\$5,926	\$5,854
Percent spent on teacher salaries*	N/A	N/A	62.9%	62.0%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	84.1%	N/R	95.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

North Central Middle School (NCMS) is a rural school located in the northern area of Kershaw County. NCMS serves approximately 490 students in grades 6-8 and receives students from four elementary feeder schools. NCMS opened as a new facility at the beginning of the 2002-2003 school year, offering the area middle school students a full array of middle level programs for the very first time.

The theme for the first year of existence was "Patriot Pride," and our students and staff alike have exhibited a commitment to excellence and an attitude of pride for NCMS. As a result, two students were recognized as Junior Scholars, eleven students were recognized as Duke Tips Scholars, all of our athletic teams had winning seasons, and the volleyball team was undefeated. Of the certified staff, 45% have a master's degree or above, the principal holds a doctorate in educational leadership, and two teachers are National Board certified. Additionally, we are especially proud of our beautiful facility, and we can boast that it possesses cutting-edge technology and is probably one of the more technologically advanced middle schools in the state.

Regarding PACT scores, it is our goal to increase our Basic and above scores a minimum of 10% each year for the next three years (including the 2003 administration of PACT) in accordance with our newly devised school renewal plan. We have in place the Safari digital learning information system, Accelerated Reader, STAR reading, STAR math, and other research-based programs that will assist us in our endeavor of becoming a "Top 10" school in the state of South Carolina. Our ultimate goal is to establish a high level of academic excellence and school spirit that will set a tradition at North Central Middle School for our current students and for future generations.

Dr. Charles King, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.